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ABSTRACT

Presented as an example of how a course of study can be prepared for a distributive education program, this booklet describes the content and development of a course in warehousing at Southwestern City Schools (Galloway, Ohio). The course of study is based on the students' present jobs and occupational expectations using the IDECC System (Interstate Distributive Education Curriculum Consortium) and materials as the foundation. Introductory material includes a brief description of the district and its school and on-the-job training facilities, program philosophy and objectives, and brief description of IDECC. Major contents consist of a description of the course development process: process of identifying occupational goals with students, development of the course outline, development of the course of study using the card file and a computer printout, development of the individual student's course of study through use of the Student Competency Record and its development as a training plan, scheduling the common and individual competencies to be accomplished during the year in class and on the job by use of teacher calendars and student calendars, and evaluation procedures by both coordinator and employer. The course content outline (keyed to specific objectives and competencies) and instructional schedule are included. (JT)

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SAMPLE COURSE OF STUDY
FOR
DISTRIBUTIVE EDUCATION - WAREHOUSING
TAXONOMY 04.3100

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MARCH 1976

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FOREWORD

Sound courses of study are the backbone to quality vocational education programs. Courses of study provide teachers with a detailed roadmap regarding what to teach, when to teach it, and the major policy, environmental and tactical considerations that must be taken into account to insure effective and efficient instruction.

During the past year a concerted effort has been made across Ohio to stimulate the improvement of courses of study in vocational education. Intensive in-service training activities have been conducted involving state and local vocational education leadership personnel to instruct them in a systems approach to instructional design. The instructional systems design (ISD) process provides a logical and educationally sound approach to planning for and conducting vocational education programs that will result in students obtaining meaningful employment while gaining a purposeful education.

This course of study is a result of the application of the ISD process. It was developed and is being used by its authors. The document embraces those components essential to good instructional planning. It must be emphasized, however, that it is only an example; not a model that is to be universally adopted. It has been designed specifically for the school and community setting which it serves and is intended to serve only as an illustration of how the ISD process can be employed.

Vocational education in Ohio is indebted to the authors and consultants associated with the development of this course of study document. As a result of their professional involvement and contributions, vocational education continues its thrust to better serve statewide and local economic, societal and individual needs and interests.

ACKNOWLEDGMENTS

I am indebted to many people for the time and effort they put into making this paper a reality. First I would like to thank Dr. Darrell Parks and Dr. Byrl Shoemaker for their guidance. I would also like to thank Dr. Bernard Nye, Assistant Director for Distributive Education, and Cathy Ashmore, D.E. Materials Lab Consultant, for all of the midnight calls and the time spent in meetings with me.

Within my school district there are many people who gave their time to help me. Mrs. Mariwyn Haueisen, Supervisor of Business and Office Education, and Karen Hoskinson, Business Department Head at Westland High School, gave me a great amount of inspiration and constructive criticism. Mrs. Mary Usher provided great assistance by finding and working with the two super student typists who typed this paper, Heidi Hardgrove and Lora Vittek. Mrs. Pamela Johnson, my student teacher, helped me by doing time-consuming research and making the bibliography and numerous other things.

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INTRODUCTION

The following is a sample of how a course of study can and should be prepared for a distributive education program. It is based on the common set of definitions and terms developed cooperatively with the Ohio Department of Vocational Education, teacher education and distributive education coordinator advisory committee. A glossary of terms used can be found in the appendix.

It should be understood that this sample is geared to Southwestern City School's specific program for a one-year period, and to distributive education students' present jobs and occupational expectations. It should also be pointed out that the program is a specialized program in Warehousing and does not reflect the diversity of jobs and occupational goals in some of the general programs.

This course of study will not apply to any other distributive education program -- not even next year's class. Each class is different in many ways -- the ability level of the students, the students' occupational objectives, the jobs available in the community during a given time period and the facilities and classroom materials available to the individual program.

It is hoped that with the availability of the IDECC System and its materials (computer print out, student competency record, filecards, etc.) and this sample, the distributive education curriculum can, each year, reflect the needs and desires of the individual students as well as provide the business community with properly qualified and well-trained employees.

SCHOOL DESCRIPTION

DESCRIPTION OF DISTRICT

Southwestern City School District is made up of three comprehensive high schools and a vocational high school. Approximately 54% of the junior and senior students are enrolled in vocational programs, either in the tech school or at one of the three home high schools. The district is situated in the suburbs around Columbus. Westland High School is located at the western edge of Franklin County. Most of the students live in suburban areas, but a good percentage are from rural homes. The school is about 95% Caucasian, the rest being Oriental and Black.

Many of the students are from middle income, blue-collar families. There are some culturally and economically deprived students from subsidized housing complexes and some rural poor, as well as a group from wealthy, professional and rural families.

In the community, there are several older string shopping centers, a large regional shopping mall and numerous neighborhood shopping centers. There is a large warehouse complex and there are several petroleum storage companies. There is also a Sears Distribution Center and several large factories. This program was started three years ago to meet a need for material handlers (stockmen, order selectors, packers and markers, receivers, ticketers and shipping dockmen) in the community (especially the Sears Distribution Center).

There are three D.E. programs in the school: Retailing or Sales; Fast Food; and the Warehousing Program. The Warehousing Program students work in the morning, in most cases, and attend school from 11:30 or 12:30 to 3:10. The actual related classroom period is from 1:30 to 3:10 with a five minute break at 2:25. The occupational training ranges from stockmen

or receivers in retail stores to the majority of jobs which are at the Sears Distribution Center as ticketers, stockmen, order selectors, packers or induction clerks.

DESCRIPTION OF D.E. FACILITIES

The Westland distributive education classroom has several important features, as shown on the following diagram. In order to implement the IDECC System, the classroom facilities were divided into several sections. The back of the room on the left side is set up for small group projects or discussions. This is used for competencies needed by several but not all students. The right rear corner is the test corner for individual post-tests to measure student skills. Students who are working on independent study competencies will sit in the center or front of the room.

The IDECC or classroom library is located along the left side of the classroom. Two large tables are available for art work, typing or anything else that requires extra space. There is a separate office area where students have individual conferences, set up outside appointments on the telephone and take oral or taped tests.

Lab On-The-Job Training Facilities

The training stations are varied due to the varied occupational objectives of the students. Most students work at the Sears Distribution Center. The majority of the students are order selectors (5) or stock assistants (3); the rest are ticketers in the Fashion Center (3); induction center (1); credit clerk (1) and receiving department (1).

The remaining seven students work in various retail organizations as materials handlers. Their jobs include: back-up receiver at Service Merchandise (1); receiver in the parts department at Westland Dodge

(1); receiving and shipping supervisor, inventory controller and produce buyer at the Dutch Pantry Restaurant (1); inventory manager at Miller Industries (1); vending machine operator for father (1); and stockman at Woolworth Company at Westland (1).

SCHOOL DISTRICT AND INSTRUCTIONAL PROGRAM PHILOSOPHY

District Philosophy

A curriculum for each child.

Vocational Education Philosophy

The Southwestern City School District Vocational Education Department is responsible for providing programming that will assist in the development of skills, knowledge and attitudes relative to each student's career objective and to standards acceptable to the business and industrial community.

Distributive Education Philosophy

The instructional program of distributive education must be cognizant of and responsive to the skills, knowledge, attitudes and interests of the students it serves and the needs of the business community. Therefore, the curriculum must provide the opportunity for individualized training of students in the fields of marketing and distribution.

Distributive Education Department Objectives

1. To provide an instructional program that will enable students to demonstrate knowledge through application of skills in the following areas:
 - a) buying and selling; b) standardizing and grading; c) materials handling and storage; d) advertising and display; e) financing and risk bearing; and f) transportation -- as performed by the manufacturer, wholesaler, retailer and service businesses.

2. To provide an instructional environment that will permit students the opportunity to demonstrate an acceptable attitude through application in the following areas: a) cooperation; b) efficiency; c) perseverance; and d) responsibility.
3. To continually individualize the program's curriculum based on data from follow-up studies and the changing needs of the business community as identified by the advisory committees.
4. To further the individualized program for each student by providing materials, equipment and facilities applicable to the objectives, and evaluate these materials on this basis.
5. To provide curriculum and occupational information to students through instructors, counselors and administrators.
6. To computerize a profile on each student which will identify occupational and personal strengths and weaknesses to be used in the placement of each graduate.

Distributive Education Program Objectives

The students will enhance their knowledge and skills of distributive occupations as identified by the coordinator and the employer through work experience and related instruction in the following areas: marketing, merchandising, distribution, government regulations, advertising, display, and financing as they relate to the distribution of goods and/or services.

PROGRAM OBJECTIVES

1. Students will be able to identify their own specific occupational goals in the field of warehousing and develop plans for accomplishing these goals in the future.
2. Students will demonstrate positive attitudes toward their jobs, their employers and their fellow workers to be measured through evaluation by their training supervisors.
3. Students will develop a positive attitude toward the free enterprise system, a knowledge of the role of marketing within that system and the role of warehousing in the marketing operations of the nation's economy as measured by periodic evaluation by the teacher.
4. Students will identify personal strengths and weaknesses in mathematics, human relations, communications and specific warehousing competencies, and complete an individual course of study designed to correct their weaknesses and improve their skills in order to become more productive employees.
5. The students will prepare themselves for job advancement in their chosen occupational areas by developing specific competencies needed in their present jobs, by proving their mastery of these competencies to their employers and by acquiring competencies required for advanced jobs within their occupational goals.

PROCEDURES FOR DEVELOPING THIS COURSE OF STUDY

The Westland High School Warehousing Program uses a course of study based on analysis of each student's occupational needs. The following pages show the step-by-step development of this course of study and tie in the facilities, resources, training plans and evaluation techniques using the IDECC System and materials as the foundation. This course of study includes:

- a. A brief description of IDECC, including background, contents and a definition of terms. For clarification, the IDECC task analyses procedures are explained also.
- b. Process of developing occupational goals with students.
- c. Development of the course outline.
- d. Development of the course of study using the card file and a computer printout.
- e. Development of the individual student's course of study through use of the Student Competency Record and its development as a Training Plan.
- f. Scheduling the common and individual competencies to be accomplished during the year in class and on the job by use of teacher calendars and student calendars.
- g. Evaluation procedures, by both coordinator and employer.

THE IDECC SYSTEM

IDECC, the Interstate D.E. Curriculum Consortium, is a group of states which started in 1972 to develop a competency-based learning system based on task analysis for 69 occupations in marketing and distribution. The occupational analyses, upward career ladders, task inventories and task priorities were provided by Lucy Crawford's study.

The consortium developed 500 LAPs, containing 983 competencies, and over 2000 behavioral objectives in its first phase. In phase two, the consortium is continuing to develop more competencies based on occupational analyses for additional occupations.

The IDECC System provides a method for the coordinator to analyze the tasks of the occupations chosen by the students and to prepare a course of study which will help students to perform these tasks competently.

The course of study will include all the competencies needed by the class as a whole (common competencies for this class) and individual competencies needed by one or more members of the class (individualized competencies).

The IDECC System includes a variety of materials to be used by the coordinator in implementation. Samples and explanation of some of these items are included for clarification. The entire system includes:

1. LAPs

LAPs are learning activity packages covering 983 competencies. Each package includes a series of behavioral objectives. Each behavioral objective has a pre-test and post-test and a variety of four different learning activities for the students. Necessary teacher materials are also included.

2. TASK ANALYSIS

IDECC is based on a Task Analysis done by Lucy Crawford from Virginia Polytechnic Institute and State University. She and her students identified 69 occupations of jobs within the area of marketing which were divided into seven general areas: Department Store; Restaurant; Food Distribution; Hotel/Motel; Variety Store; Wholesaling; and Service Station. The study developed critical tasks done by employees in specific job categories by observing people doing these jobs and by interviews. The critical task lists were then given to groups of: a) supervisors of employees whose job was selected for the study; and b) employees who were doing the job selected for the study. They were to indicate whether the task was done (1) regularly; (2) occasionally; or (3) never. They also added tasks which did not appear on the original task lists. The persons interviewed also listed supervisory responsibilities of managers in each of the seven areas, the equipment used and any other job-related information.

The tasks thus identified were found to contain 983 competencies or individual skills which were needed by one or more of the 69 identified occupations. These competencies were found in each of the three behavioral domains: cognitive; psychomotor; and affective; and at various levels within each. The competencies were then divided into ten basic curriculum areas: Advertising; Communications; Display; Human Relations; Mathematics; Merchandising; Management; Operations; Product and Service Technology; and Selling.

Once a student has a job and an occupational goal, the IDECC task analysis identifies the specific competencies and whole group, small group or individual activities to achieve occupational mastery in his chosen field.

The examples of the task lists from Lucy Crawford's study follow. These, for the job of Order Selector/Warehouseman, came from the original study and are not used in this form by coordinators.

The next section will explain the competencies used by coordinators and students which are the end product of this task analysis.

Task List

Order Selector/Warehouseman

Critical Tasks

1. Loads groceries onto trucks as instructed
2. Makes sure each case has been checked
3. Removes merchandise carts from stock selection area and assembles them on shipping floor
4. Removes empty carts from shipping floor to order selection area
5. Loads merchandise onto proper pallets as instructed
6. Helps care for cleanliness of warehouse area
7. Indicates on an order selection form the store number, invoice page number and total pieces on that page
8. Obtains a merchandise cart
9. Selects merchandise from slots or bins
10. Places heavy cases on bottom of merchandise cart and smaller and fragile cases or boxes on top
11. Marks each cart with store number, cart number own initials
12. Indicates in the quantity column that an item was not selected when the slot or bin was empty
13. Picks up the next available invoice for selecting after completion of previous one
14. Makes selections carefully to avoid errors
15. Picks up and returns items not correctly selected
16. Promptly cleans up broken merchandise

17. Transports loads of stock to designated areas
18. Helps with physical inventories
19. Reports equipment breakdowns to supervisor
20. Notifies the supervisor of merchandise shortages
21. Checks outgoing merchandise on carts against invoices to see that proper items and quantities have been filled
22. Draws line through any items on invoice that are not in stock
23. Initials all invoices after checking
24. Assembles orders in the correct place in shipping area
25. Adjusts customer's complaints
26. Supplies retail customers with information by telephone

Supervisory Responsibilities

1. Order Selector
2. Shipping Checker

Equipment and Materials

1. Skids or Carts
2. Telephone
3. Adding Machine
4. Purchase Order Forms
5. Delivery Trucks
6. Lighting Equipment
7. Files
8. Scales
9. Pallets
10. Forklift Trucks
11. Stapling Machines

3. THE COMPUTER PRINTOUT

The computer printout is a map for the entire class based on occupational objectives. It lists across the top the occupational categories that each student has chosen. In the example on the next page, A-13 is Receiving Clerk, Department Store, and G-4 is Order Selector, Wholesaling. There is a code and column for each student in the class. Down the left-hand side of the printout are listed the LAP and competency numbers that are needed by any of the members of the class. Under each student's occupational heading, an X will appear next to any competency that is needed to adequately perform that job.

The sample on page 13 shows competencies that are common (they have X's all the way across) and some that are individual (X's only appear under one, two or three occupations). A typical class computer printout will have 15 or more pages.

A teacher analyses the printout to identify the competencies that are common to all students and organize the course of study from these common competencies. Next, the teacher organizes individualized competencies where they fit into the course of study. From this organization, the teacher can arrange individual study days as they are needed and identify the competencies that he/she should take to the on-the-job supervisor on each job visit to insure that the students will finish the competencies needed for his/her occupational area.

SAMPLE PAGE - CLASS COMPUTER PRINTOUT

PAGE 3

WESTLAND HS, COLUMBUS, OHIO
COMPETENCIES

	A13	A13	A16	A16	F6	F6	F6	F7	F7	G4	G4	G4	G4	G4	G5	G5	G5	G6	G5	E	S
LAP 25-CUSTOMER COMPLAINTS																					
*136																		X	X		
LAP 26-TRUE REASONS FOR COMPLAINTS																					
*157															X	X	X		X		
WRITTEN COMMUNICATIONS																					
LAP 27-WRITTEN COMMUNICATIONS IN FORMS & REPORTS																					
*094	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LAP 28-WRITING BUSINESS LETTERS																					
095								X	X												
LAP 29-WRITING SALESCHECKS & PURCHASE ORDERS																					
*126					X	X	X														
LAP 31-COMPILING BUSINESS REPORTS																					
*129																					
LAP 33-MISINTERPRETATION OF COMMUNICATIONS																					
161					X	X	X	X	X												
*130		X	X	X														X	X		
TRAINING COMMUNICATIONS																					
LAP 34-ASSIGNING DUTIES AND DELEGATING AUTHORITY																					
*100															X	X	X		X		
LAP 35-ADULT TRAINING CLASSES																					
*104																					
LAP 37-MOTIVATION OF WORKERS																					
*097															X	X	X		X		
LAP 38-CONDUCTING EFFECTIVE DEPARTMENTAL MEETINGS																					
*140																		X	X		
LAP 39-TRAINING OF OTHERS & COMMUNICATIONS FOR ADVANCEMENT																					
*138	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
*144	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MANAGEMENT-EMPLOYEE COMMUNICATIONS																					
LAP 40-CONTROLLING GRIEVANCES THROUGH COMMUNICATIONS																					
*106																					
LAP 41-REPORTING PROGRESS OF A DEPARTMENT																					
*168	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
*141															X	X	X	X	X		
LAP 42-COMMUNICATIONS--A TWO-WAY PROCESS																					
*160															X	X	X		X		
LAP 43-CONFIDENTIAL COMMUNICATIONS & SUGGESTING CHANGES TO MANAGEMENT																					
*102	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
*093	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COMMUNICATIONS REGARDING POLICIES																					
LAP 45-INTERPRETING MANAGER'S POLICIES																					
*124															X	X	X		X		
COMMUNICATIONS IN ASSIGNING WORK																					
LAP 46-ASSIGNING WORK WITH CLARITY																					
109															X	X	X		X		
139															X	X	X		X		
*159																					

4. STUDENT COMPETENCY RECORDS

The student competency record is each student's own course of study. There is a different SCR available for each of the 69 occupations in the IDECC System. It is divided into the ten curriculum sections and listed by LAP number, competency number and competency statement. It tells the student, his coordinator, his employer and all future employers what competencies are required for the specific occupation and whether or not the student has those skills.

The sample on page 15 is one page of eleven pages for the job of order selector/warehouseman. It shows the competencies identified for this job in the Operations LAPs.

On page 16 is a sample of the overall listing given students for all competencies needed for their occupational choice.

These records are used for student planning, evaluation of class work and in working with employers as explained in the Training Plan Section of this book. Each student keeps the copy of his occupational competencies (SCR) in a class notebook.

STUDENT COMPETENCY RECORD

G-4 WHOLESALING--ORDER SELECTOR

HUMAN RELATIONS

LAP 1--Self-understanding

_____ 302--Ability to understand one's self.

LAP 2--Orderly and systematic behavior

_____ 267--Knowledge of how to be orderly and systematic.

LAP 3--Good grooming

_____ 263--Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.

LAP 4--Maintaining good health

_____ 285--Skill in maintaining good health for effective job performance.

LAP 5--Honesty and integrity on the job

_____ 312--Attitude that honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.

LAP 6--Personality traits and job performance

_____ 286--Skill in developing personality traits necessary for successful job performance.

LAP 7--Showing an interest in others

_____ 268--Knowledge of how to show an interest in others.

LAP 8--Enthusiasm counts

_____ 303--Skill in generating enthusiasm toward people.

LAP 9--Initiative

_____ 317--Development of an awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate.

LAP 10--Initiative and creativity

_____ 296--Skill in demonstrating initiative and creativity.

LAP 11--Maintaining self-control

_____ 294--Skill in exercising self-control during trying situations.

LAP 12--Maintaining an objective point of view

_____ 284--Skill in maintaining an objective point of view in problem situations.

LAP 13--Accepting criticism

_____ 295--Skill in accepting criticism and turning it into a character-building element.

LAP 14--Change

_____ 316--Development of an awareness that an employee must be willing to accept and adjust to change.

LAP 15--Adjusting to change

_____ 301--Skill in adjusting to change.

LAP 16--Employee morale

_____ 272--Knowledge of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

LAP 17--Attitudes toward work

_____ 274--Understanding that a positive attitude is usually reflected in one's work.

LAP 18--Participation in professional organizations

_____ 334--Recognition of the need for joining and participating in meetings and activities which will improve personal and professional development.

LAP 19--Building sound working relationships

_____ 269--Knowledge of how to build sound working relationships in "forced" associations.

LAP 20--Working harmoniously with others

CATEGORY OF BUSINESS: WHOLESALING

JOB TITLE: ORDER SELECTOR G-4

Advertising

002 009 012
003 011

Product & Service Technology

502 505 586
503 518

Communications

093 110 119 127 145 151 164
094 111 120 137 147 152 166
096 114 122 138 149 158 167
102 115 123 144 150 163 168

Selling

826 835 840 920
833 837 841 948

Display

Human Relations

263 272 283 289 302 312 334
266 274 284 294 303 313
267 276 285 295 308 316
268 281 286 296 309 317
269 282 287 301 310 320

Mathematics

357
358
360

Merchandising

400 414 463 476
401 442 474

Operations & Management

615 638 647 698 707 749
617 639 660 700 708 758
618 644 695 702 709 760
619 645 696 706 710

OCCUPATIONAL GOALS

The D.E. Coordinator should use the IDECC System to develop a course of study to serve the needs of each student in the class. The D.E. students should be enrolled because of their interest and potential ability in the area of materials handling, as indicated by OVIS AND GATB scores and through extensive personal interviews with the coordinators. This is usually completed while the students are still juniors.

Once students establish occupational goals and have jobs in their chosen, or closely related fields, the coordinator sends for and receives a computer printout which lists the occupations and all of the competencies needed for all of these occupations. In the case of this particular class, the students' jobs were in eleven separate, but very closely related, job categories:

- 5 Order Selectors - Warehouse
- 3 Stock Assistants - Warehouse
- 3 Ticketers - Warehouse
- 1 Induction Clerk - Warehouse
- 1 Credit Clerk - Warehouse
- 1 Dockman Receiver - Warehouse
- 2 Receivers - Retail
- 1 Inventory Clerk and Buyer - Retail
- 1 Inventory Manager
- 1 Stockman - Retail
- 1 Vending Machine Operator Trainee

COURSE OUTLINE

The following course outline was developed as a result of analysis of common competencies for the students' occupational choices and input from employers and the advisory committee.

By looking at the computer printout, the core curriculum or common competencies are easily identified. A course outline is developed from these common competencies with additions or deletions suggested through advisory committees. In the case of this class, the suggestions of the advisory committee led to addition of sections on basic economics and marketing. The employers also felt that students needed more general background before specializing. A basic unit on retailing was included so students could gain understanding as to where their jobs fit into the marketing system and how such jobs relate to the sale of an item. A more in-depth study of transportation was needed because profit can be affected due to the high cost of transportation.

After deciding upon a course outline of common competencies, the outline was organized in a logical sequence as noted on page 19.

COURSE OUTLINE

I. Orientation

- A. Distributive Education
- B. DECA
- C. Parliamentary Procedure
- D. Job and School
- E. Goals
- F. IDECC

II. Introduction to Materials Handling and Stockkeeping

- A. Terms
- B. Inventory Methods
- C. Physical Counts
- D. Restocking - Where to Stock
- E. Restocking - How to Stock
- F. Maintenance and Housekeeping
- G. Repairs
- H. Record-Keeping Processes and Forms Used

III. Human Relations

- A. Abilities and Attitudes to Develop
- B. Working with Others

IV. Business Mathematics

- A. Number Recognition
- B. Adding Columns
- C. Multiplying and Extending Figures
- D. Markup and Markdown, Percentage, Fractions and Decimals
- E. Metric System

V. Communications

- A. Basic Skills in Oral Communications
- B. Written Sources of Information (Reports)
- C. Communicating with Management
- D. Communications within a Company
- E. Telephone Communications

VI. Economics

- A. Terms
- B. Types of Economic Systems
- C. Factors of Production

- D. Characteristics of the Free Enterprise System
- E. Types of Business Organization

VII. Marketing

- A. Functions of Marketing
- B. Marketing Utilities
- C. Channels of Distribution

VIII. Retailing

- A. History and Functions
- B. Types of Stores
- C. Types of Shopping Areas
- D. New Trends
- E. How Retailing Relates to Materials Handling

IX. Transportation

- A. Types Available
- B. Terms
- C. Forms Used in Transportation
- D. Kinds of Modes of Transportation and Their Advantages and Costs
- E. Government Regulation

X. Warehousing

- A. History and Functions
- B. Distribution Centers
- C. Vocabulary and New Trends

XI. Receiving and Checking Merchandise

- A. Terms
- B. New Trends
- C. Physical Unloading
- D. Processing Forms
- E. Handling Overage, Shortage and Damage
- F. Routing Merchandise to Other Areas of Company

XII. Marking and Pricing Merchandise

- A. Terms
- B. New Trends
- C. Priorities in Processing
- D. Record-Keeping Processes and Forms Used
- E. Price Marking Machines and Ticketing Methods
- F. Pricing Policy and Price Line

XIII. Shipping and Packing

- A. Terms
- B. Importance of Proper Packing
- C. Packing Methods
- D. Returns to Vender
- E. Delivery
- F. Record-Keeping Processes and Forms Used
- G. Loading

XIV. Job Interview and Occupational Goals

- A. Self Understanding
- B. Job Application Form
- C. Resume
- D. Grooming
- E. Job Interview
- F. Planning for Future Occupational Goals

XV. Management

- A. Functions of Management
- B. Promotion of Company and Its Products
- C. Personnel Functions
- D. Financial Control
- E. Buying

DEVELOPING THE COURSE OF STUDY

The following course of study (beginning on page 25) is the result of sorting and organizing common class competencies for the students in this year's class. It is the development of the course outline which was accomplished in the following steps:

1. Sort competencies on the computer printout into the course outline topics.
2. Separate common from specialized competencies.
3. Sort common competencies into related groupings.
4. Write an instructional program objective for each related grouping of common class competencies.
5. Plan an evaluation technique for each instructional program objective.
6. Organize the specialized competencies to be accomplished at a time when they are most relevant to the common competencies.

The IDECC System is divided into ten curriculum sections which are utilized in this course of study. The ten sections and the abbreviations used are:

Advertising - A.

Communication - C.

Display - D.

Human Relations - H. R.

Mathematics - MA.

Merchandising - ME.

Management - MG.

Operations - O.

Product and Service Technology - P

Selling - S.

Example: H.R. 302 is competency #302 in the curriculum section Human

Relations. The competency statement is "Ability to Understand one's self."

The Course of study on page 25 lists (from left to right):

1. The instructional subtopic as listed in the course outline.
2. The instructional program objective which states behaviorally what the student should be able to do upon completing the unit. The instructional program objective covers a collection of related competencies needed by all the students in the class.
3. The materials used for common competencies and those LAPs that are common to all students are listed in the order used in the common competency column.
4. The competencies needed only by one or several of the students for their occupation are listed in the specialized competency column near the common competency unit to which they apply. When the specialized column says "none," it signifies that all competencies in that unit are common.

Next to each unit listed in the course of study, there will be listed a specific time in which the unit is to be covered. During that time, there will be days when common competencies are being taught and also days which students will have for working on specialized (sometimes small group) competencies. That is why the time lines vary on particular units.

If a student has not completed or passed a common competency, he or she goes back and does other activities on that competency until he or she passes, on the specialized days. When any students do not have specialized competencies in a given area (column labeled specialized), they can go back and do any specialized or common competency not accomplished, but may not work ahead on those areas not covered, except by special teacher permission.

Note: An alternative to the format for the course of study in the following section would be to build a course of study with an IDECC card file box. This is actually the process used to develop the typed copy used in this book.

The card file process is as follows:

1. Sort the competency cards (available from IDECC) behind divider cards for the major course outline topics.
2. Sequence the topics for the entire year.
3. Organize the common competencies within each course outline topic.
4. Write instructional program objectives for groups of common competencies.
5. Organize those competencies not common in each section as specialized competencies (place behind common in file box).
6. File specialized competencies that don't logically fit anywhere into course outline sections in the back of the file box.
7. Plot all of the above with a calendar into a time-line for the year.

COURSE OF STUDY

Instructional Grouping: Orientation

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
9- 3 9-19	I. <u>Orientation</u>	The student will display: Knowledge of Distributive Terminology	A. What Is <u>Distributive Education?</u>	
	A. Distributive Ed.			
	B. DECA	DECA and its purposes.	B. DECA Handbook, Chapters on organizing a local chapter, public relations, DECA Creed, general information, history, and regions of DECA and Competitive activities.	
	C. Parliamentary Procedures			
	1. Basic Terms	Students will define terms used in formal meetings and organizations, be able to correctly handle motions and run a formal election and meetings.	1. <u>Roberts' Rules of Order and the How in Parliamentary Procedure.</u>	
	2. Handling Basic Motions			
	3. Holding Elections			
	4. Running a DECA Meeting			
9-22 10-10	D. Goals	The student will select a reasonable occupational objective for his/her training in D.E. and future.	C. <u>Know Your Training Station: List of School and Job Rules and Regulations.</u>	NONE
	1. Occupational Goals			
	E. Job and School		1. <u>Career Information Unit. (C.I.U.)</u>	Individual conference with instructor to discuss and determine career objective. Begin own LAPs
			NONE	

COURSE OF STUDY

Instructional Grouping: Orientation

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
	2. Interview of someone actually performing the job.			
	3. Observation of someone actually performing the job.			
	F. IDECC	Student will correctly define terms in LAPs, demonstrate ability to correctly pull and refine LAPs that they need for their occupational objective, and begin LAPs notebook of pre-tests, post-tests and activities. Students will keep track of common units and individual days on his/her own individual calendars,	1. <u>LAPs Student Orientation Handbook</u> 2. <u>Slide-Tape: A Different Drummer (TEST)</u>	Begin own LAPs (None Common). In Mathematics or Human Relations or work with C.I.U.

COURSE OF STUDY

Instructional Grouping: Introduction to Materials Handling/Stockkeeping

Dates	Instructional Subtopic	Instructional Program Objective	Common Competencies	Specialized Competencies*
10/13-10/29	<u>Introduction to Materials Handling/Stockkeeping</u>	The student will be able to apply materials handling procedures to his/her training station.	Stockkeeping, Materials Handling	S-924, 817, 894, 928, 805
	A. Terms	Define terms used in materials handling	ME-421, S-908, 0. 637	MA-395, 368, 379
	B. Inventory Methods	Classify and describe 5 inventory methods most often used.	ME-401, 414, 442, 463	A-063, 014, 071, 042, 069
	C. Physical Counts	Participate in physical counts.	S-878, 881, 0-648, ME-505	ME-428, 475, 427, 445, 482, 490
	D. Restocking-When	List 6 methods of stocking goods (2) what kind of merchandise is stored by each method.	ME-474, 0-784 S-838, 839, 837, 948, 970	P-547, 504, 549, 590 MG-649, 626, 627
	E. Restocking-How	List the principles of stock arrangements diagram, the storage areas of his/her training stations, and indicate problems to flow of.	P-504 S-840, 0-750, 696, 614, 660, 615	D-222, 221, 230, 228, 193, 180, 187, 223, 231, 172, 255, 205, 174, 237, 243, 209, 239, 217, 238, 186, 240
	F. Maintenance and Housekeeping	Show good attitude toward house-keeping tasks and know why must be performed.	S-841 ME-400, 460, 0-640, D-250, 245, 207	
	G. Repairs	Be familiar with materials and how to repair them.		
	h. Record-Keeping Procedures and Use.	Fill out forms related to stock-keeping and proof of ownership of goods.		

*These are not all needed by any one student. Students will plan to work on those identified for them on their Student Competency Record.

COURSE OF STUDY

Instructional Grouping: Human Relations

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
11/3- 11/14	111. <u>Human Relations</u> A. Human Relations			
	1. Self-Under- standing	The student will understand and make a plan to work on their own personal needs for improvement in dealing with others as judged by employer rating and classroom performance.	HR. 302	C-140 HR. 282, 293
	2. Objectivity and Self- Control		HR. 293, 284	HR. 275, 330, 299, 323, 298, 322, 297, 290, 315
	3. Initiative and Creativity		HR. 296	HR. 329, 291
	4. Honesty and Integrity			
	5. Order and System			
	6. Adjusting to Change			
	7. Positive Attitude		HR. 316, 310, 274, 158	MG-693, 765, 611, 652, 723
	8. Enthusiasm		HR. 303, 158	MG-690, 606, 768, 764, 612, 743
	9. Accepting Criticism		HR. 295	MG-734, 762, 741, 692, 745
	10. Employment, Placement Skills			
	11. Ability to Train Others			

COURSE OF STUDY

Instructional Grouping: Human Relations

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
11/17- 11/28	B. Relationship with Fellow Workers, Supervisors, Managers			
	1. How to show an interest in others	The student will develop the ability to get along with fellow workers and supervisors, and to be able to relate	HR. 268, 313, 269, 285, 281, 310, 287, 320, 334, 309	C-097, MG-691, 607, 729, 744, 604, 748, 742, 759, 610, 606, 740, 751, 605
	2. How self-under- standing builds an ability to understand others	harmonious relationships with productivity to show the importance of these relation- ships to profitable marketing.		HR. 261, 324, 265, 326, 327, 264, 311, 221, 271, 328, 318, 314, 270, 273, 331, 262, 277
	3. How to build sound working relationships			
	4. Working harmon- iously with others, espec- ially supervisors			
	5. Morale			
	6. Goodwill toward company is de- pendent on working relation- ships			
	7. Harmonious working relationships with supervisors			

COURSE OF STUDY

Instructional Grouping: Mathematics

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
12/1-12/19	IV. <u>Business Math</u>			
	A. Number Recognition	Student will be able to covertly match eight digit numbers in	Number recognition tests, MA-360, 358,	
	B. Adding Columns	columns at a given speed, add 10	357, 406, 353, and	
	C. Multiplication and Extending Figures	column figures with 100% accuracy.	<u>A Look at Metrics in Distributive Education</u>	
	D. Markup and Mark down	In a given amount of time, figure markdown percentages and be able to work accurately in liters and		MA-353, 377, 347, 390, 362, 367
	E. Metric System	grams (estimating lengths and weights, and changing from one unit to another).		

COURSE OF STUDY

Instructional Grouping: Communications

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
1/5-1/23	V. <u>Communications</u>			
	A. Basic skills in oral communications	Student will show basic skill in oral communication by giving a class presentation on a specific topic for five minutes.	C-147, 137, 145, 127, 152, 166, 164, 111, 122- 120	C-109, 117, 154, 124, 153 155, 132, 157, 099, 161, 101, 139
	B. How to use written sources of information (reports)	Demonstrate skill in interpreting written information from trade journals.	C-094, 110, 149	
	C. Communicating with Management	Student will effectively give and take instructions.	C-119	C-160, 139, 124, 109
	D. Communications within a Company	The student will demonstrate the ability to interpret their training stations' policy correctly.	NONE	C-101, 161, 132, 157, 117
	E. Telephone Communication	The student will demonstrate skill in answering the telephone in their training stations.	C-114, 115, 116	C-150, 099, 153, 155, 154

COURSE OF STUDY

Instructional Grouping: Economics

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
1/26- 2/6	VI. Economics			
	A. Economic Terms	Student will demonstrate a know- ledge of the various economic	<u>Our Free Enterprise</u>	NONE
	B. Economic Systems	systems, the law of supply and demand, the factors of production	<u>System; Business</u>	
	C. Factors of Pro- duction	characteristics of the free enterprise system, the labor union, the working of inflation	<u>Organization;</u>	
	D. Free Enterprise System	and recession, and the basic forms of business ownership.	<u>Economics</u>	
	F. Business Organization			
	1. Sole Proprietor- ship			
	2. Partnership			
	3. Corporation			
	4. Cooperative			
	5. Franchise			

COURSE OF STUDY

Instructional Grouping: Marketing

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
2/9- 2/12	VII. <u>Marketing</u>			
	A. Functions of Marketing	Student will list and define marketing functions and know where his job and his company fit into the marketing plan.	<u>Channels of Distribution</u>	
	1. Exchange		<u>Our Free Enterprise System</u>	
	2. Physical Distribution	Student will know the 4 utilities and describe why they are necessary.		
	B. Marketing Utilities	Student will diagram various channels of distribution, define various types of middlemen and, given a product, correctly identify the channel it would take.		
	C. Channels of Distribution			
	1. Direct			
	2. Indirect			
	3. Types of Middlemen			
	4. What product Requires Which Channel			

COURSE OF STUDY

Instructional Grouping: Retailing

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
2/16- 2/27	VIII. <u>Retailing</u>			
	A. History and Functions	Student will demonstrate knowledge of history and functions of retailing, develop list of customer services, define various types of stores, differentiate between types of shopping centers using correct store placement, describe new trends in retailing and how these factors and trends affect suppliers and materials handlers.	<u>Marketing and Distribution</u> A-003, C-116, 123	C-130, 194, 100, HR.280, 246, 374, 362, 390
	B. Types of Stores		S-826, 839, 970, 878, 881, 623, 784, 754	S-880, 897, 877, 921, 884, 811, 891, 874, 879, 898, 926, 828, 806, 893, 892, 807, 843, 927, 871, 937, 823, 875, 809, 882, 929, 886, 876, 895, 820, 919, 936, 943, 810, 865, 818, 864, 862, 949, 868, 885, 842, 873, 870, 920, 863, 867, 808, 883, 946, 918, 844, 935, 925, 934, 922, 950, 827, 931, 944, 945, 819, 803, 933, 938, C-142 P-493, 517, 509, 519, 589
	C. Types of Shopping Areas			
	D. New Trends			
	F. How Retailing Relates to Materials Handling			

COURSE OF STUDY

Instructional Grouping: Transportation

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
3/1- 3/12	IX. <u>Transportation</u>	The student will be able to apply transportation procedures to his/her training station.	<u>Materials Handling,</u> <u>Traffic and Trans-</u> <u>portation, Our Free</u> <u>Enterprise System</u>	MG-629 MA-378, 366 P-552
	A. Four Types of Carriers	Students will name and define the 4 types of carriers		
	B. Terms and Vocabulary	Be familiar with transportation terms.	0-646	
	C. Forms Used	Fill out a bill of lading		
	1. Bill of Lading 2. Others			
	D. Kinds of Transportation and Their Advantages, Disadvantages and Costs	List forms of transportation and tell the advantages of each form.		

COURSE OF STUDY

Instructional Grouping: Warehousing

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
3/15- 3/19	X. <u>Warehousing</u>	Student will be able to apply warehousing procedures to his/her training station.		
	A. History and Functions	Student will list functions of a warehouse.		
	B. Distribution Centers	Describe the development of distribution centers, tour large and small warehouses.	<u>Understanding Today's Distribution Centers.</u> MG-757, 628	NONE
	C. Vocabulary and New Trends	Write a report on the differences and list new trends in warehousing techniques.		
	1. Fork Lift			
	2. Pallet			
	3. Computer-Control			
	4. Move to Suburbs			

COURSE OF STUDY

Instructional Grouping: Receiving and Checking

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
3/22-4/2	XI. <u>Receiving and Checking Merchandise</u>	Student will be able to apply receiving and checking procedures to his/her training station.	<u>Receiving, Checking, and Marking.</u>	
	A. Terms	Student will be able to define receiving terms.	S-948, 826 0.647, 704, 669, 784, 703, 638, 708, 701, 634, 642, 643, 706, 639, 707, 761, 641, 702 P-518	NONE
	B. New Trends	Discuss new trends in receiving.		
	C. Physical Unloading	List Proper unloading techniques and perform unloading and checking tasks.		
	D. Forms in Processing	Fill out all O.S. & D. and all receipt forms, understand invoices, be familiar with receiving records.		
	E. Handling overages, shortages, and damages			
	F. Routing Merchandise to other areas	Know how his company routes merchandise from the docks to storage areas.		

COURSE OF STUDY

Instructional Grouping: Marking and Pricing

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
4/5- 4/16	XII. <u>Marking and Pricing Merchandise</u>	The student will be able to apply marking and pricing procedures to his/her training station, using the following:	<u>Receiving, Checking, and Marking</u>	MERCH.397, 460, 426, 444
	A. Terms Used	Student will define terms in marking and pricing of merchandise.	0-647	0-752
	B. New Trends	Discuss new trends	0-631, 704	S-872
	C. Priorities in Processing Merchandise	Student will state the order in which a given list of items should be processed.	0-784, 703	MA-347
	D. Record-Keeping Processes and Forms Used	Fill out forms and record-keeping ledgers associated with pricing and marking.	0-641	
	E. Price Marking Machines and Ticketing Methods	Describe different types of marking machines and what kind of merchandise requires each.	0-644, 710, 645 709	
	F. Price Policy and Price Lines	Define price line, show its effect on a store and customer.	ME-396	

COURSE OF STUDY

Instructional Grouping: Shipping and Packing

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
4/19- 4/30	XIII. <u>Shipping and Packing</u>	Student will be able to apply shipping and packing procedures to his/her training station.		
	A. Terms	Define terms used in shipping (FOB, COD, etc.), be able to read freight rate schedules, know the importance of delivering to the company and be familiar with delivery routes (if any).	O-647	
	B. Importance of Proper Packing	Be able to demonstrate proper packing techniques.	O-631 MG-630, 629	
	C. Packaging Methods	Describe and identify the types of packing crates and cartons, describe the importance of proper packing.	O-700, 698	NONE
	D. Returns to Vendor	Fill out all shipping documents, handle returns to vendor and the paper work associated with it.	ME-413 O-760	
	E. Delivery		P-530, S-833	
	F. Record-Keeping Processes, Forms Used and Billing Techniques	State the billing procedures and follow up procedure used by his/her company.	O-688, 680, 738, 701	
	G. Loading	Describe the proper techniques for loading merchandise on a truck.	ME-470	

COURSE OF STUDY

Instructional Grouping: Job Interview and Occupational Goals

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
5/3-5/11	XIV. <u>Job Interviews and Occupational Goals</u>			
	A. Self-Understanding	The student will be able to discuss his/her own strengths and weaknesses for a job.	HR.302, 267, 317, 296, 294	NONE
	B. Job Application Form	The student will show ability to fill out job application form to get a job.	1. Neat Handwriting 2. Correct Spelling 3. Form Correct 4. Correct Answers	NONE
	C. Resume	The student will be able to create his/her own resume.	1. Organization 2. Creativity 3. Appropriate Content	NONE
	D. Grooming	The student will choose the appropriate dress and grooming for a job interview.	HR.263, 285	NONE
	E. Job Interview	The student will be able to complete an interview using proper techniques.	C-163, 144 1. Greeting the Interviewer. 2. Stating your assets 3. Asking questions. 4. Determining the Next Step. 5. Evaluating the Job Possibilities. 6. Communication.	C-268, 303 284, 297, 290
	F. Planning for Future Occupational Goals	The student will identify short-term and long-term goals and steps necessary.		C-096, 151, 150 Individual conference with coordinator; additional C.I.U. activities.

COURSE OF STUDY

Instructional Grouping: Management

<u>Dates</u>	<u>Instructional Subtopic</u>	<u>Instructional Program Objective</u>	<u>Common Competencies</u>	<u>Specialized Competencies</u>
5/12-5/19	XV. <u>Management</u>			
	A. Functions of Management	Student will be able to apply management procedures to his/her training station.	<u>Buying and Pricing Merchandise</u>	C-141 A-001, 075, 068, 067
	B. Promotion of Company and its Products	Student will list the advantages and be able to list and define various media, collect a group of his company's advertising and divide it into Institutional and Promotional Aids.	A-011, 009, 002	HR.325, 348, 352, 361, 275, 293, 298, 363, 350, 291, 300
	C. Personnel	Choose a new employee for a company in a role playing situation when given fact sheets on applicants.	C-163, 138 HR-266, 308 MG-754, 749, 758	O-714, 650, 633, 636
	1. Hiring/Firing			
	2. Training			
	3. Policy Making			
	D. Financial Control	Figure out a profit and loss statement, identify slow departments and overages on operating expenses, what to do to correct these things.	O-694, 617, 618, 619	MG-763, 795, 712, 713, 753, 613
	1. Department Profit and Loss			
	2. Analyzing Cost Data			
	3. Cost Control Techniques			
	4. Operating Expenses			
	E. Buying	List the basic buying functions of a wholesale buyer.	O-635 (book)	A-062, 066, 065, 061, 001, 048, 060, 075, 039, 070, 073, 068, 067, 072, 064
	1. Procedures			
	2. Reorders			
	3. Ordering supplies for company rise			

SCHEDULING AND MANAGING THE CLASS

The plan for the year is made by the coordinator who is responsible for overall plans for the class and communication of both common and specialized plans to each individual. The following sample calendar shows this type of communication and includes these items:

- a. Teacher Days - These are days that have been planned for common competencies directed by the coordinator. The plan may or may not cover the entire class period. Students must have alternative activities to complete if the teacher unit is not designed for the entire period.
- b. Student Deadlines - These project deadlines must be communicated to students in advance so that they can plan to complete assignments on time.
- c. Student Days - These are days that have been designated in advance for specialized competencies and other individual projects. It is the student's responsibility to see that these days are used productively.
- d. DECA Meetings - These are planned in advance so that business can be completed and committees will be ready.
- e. Trips and Speakers - Plans must be made in advance for these, also.
- f. Work Scheudle - Each student may wish to keep work schedules in the same calendar.

The coordinator prepares his/her calendar in advance with specific plans for each unit of study to accomplish instructional program objectives for common competencies. The teacher-coordinator may merely tell the students to put a T in the corner of the students' calendars. All other days are to be planned in advance by the students.

The teacher-coordinator lists an S for all specialized or student days, and details what will be done on teacher-coordinator days (T).

The teacher may wish to communicate class planning by posting this information on a large wall calendar each month. It is much easier than verbally telling students everything.

SEPTEMBER - 1975

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 LABOR DAY	2	3 T SCHOOL STARTS — D.E ORIENTATION	4 T JOB AND SCHOOL REGULATIONS	5 T DECA ORIENTATION	6
7	8 T CAREER INFORMATION UNIT PRESENTATION	9 T <u>OUIS</u>	10 T CIU OCCUPATIONAL INFORMATION ASSIGNMENT	11 TRIP TO EMPLOYMENT OFFICE GATB JOB OPPORTUNITIES	12 T DECA — PROGRAM IDEAS	13
14	15 S -	16 S -	17 T CLASS REPORTS ON CIU PROJECTS →	18 T	19 T DECA ALUMNI SPEAKERS PERIODICAL REPORTS DUE	20
21	22 T PARLIAMENTARY PROCEDURE BASIC TERMS & MOTIONS	23 T PARLIAMENTARY PROCEDURE RUNNING A DECA MEETING	24 PARLIAMENTARY PROCEDURE HOLDING ELECTIONS PLAN FOR FRIDAY	25 S	26 T DECA ELECTIONS PERIODICAL REPORTS + CIU DUE	27
28 69	29 CIU — FIELD TRIP	30 CIU DISCUSSION OF FIELD TRIP	Note: This calendar is filled in regularly throughout the year only several weeks in advance so that planning can be realistic and flexible to cover necessary changes.			

OCTOBER - 1975

SUNDAY

MONDAY

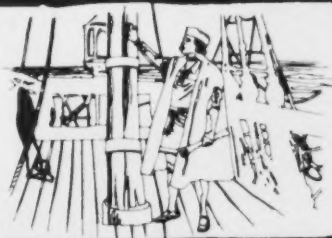
TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



			1 IDECC SLIDE TAPE	S	2	DECA MEETING IDECC STUDENT ORIENTATION HANDBOOK DUE: KNOW YOUR TRAINING STATION PERIODICALS	4
5	T PROCEDURES FOR USING IDECC AND RELATED ASSIGNMENTS	6	T MATERIALS HANDLING TERMS ME-421, S-908, O-637	7	T INVENTORY METHODS ME-401, 414, 442, 463	8	S
					9	DECA MEETING DUE: PERIODICALS IDECC ASSIGNMENTS END GRADE PERIOD	11
12	T PHYSICAL COUNTS S-878, 881 O-648, ME-505 COLUMBUS DAY	13	T TEST	14	S	15	S
					16	T DECA DUE: PERIODICALS IDECC ASSIGNMENTS DECA PROJECTS	18
19	T RESTOCKING - WHEN ME-474, O-784 S-838, 839, 833, 948, 940	20	VISIT SEARS WAREHOUSE	21	T RESTOCKING - HOW P+S-504, S-840, O-750, 696, 614, 660, 615	22	S
					23	DECA DUE: PERIODICALS IDECC ASSIGNMENTS DECA PROJECTS	25
26	T MAINTENANCE, HOUSEKEEPING, + REPAIRS S-841, ME-400, 460, 0640, O-250 VETERAN'S DAY	27	S	28	T RECORD KEEPING, PROCEDURES + USE TEST	29	S
71			7245, 207		30	DECA DUE: PERIODICALS IDECC ASSIGNMENTS HALLOWEEN	31
							72

NOVEMBER - 1975

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



1

T 3
HUMAN RELATIONS
HR- 302, 294,
+ 284

4
HUMAN RELATIONS
HR- 296
PROJECT
ELECTION DAY

T 5
VALUES CLARIFICATION
EXERCISES
CHANGE & HONESTY

S 6
DECA 7
DUE:
PERIODICALS
IDECC ASSIGNMENTS
DECA PROJECTS

8
FALL
DELEGATES
CONFERENCE

9
T POSITIVE ATTITUDES 10
HR- 316, 310,
274, 158

T 11
ENTHUSIASM
HR- 303, 158,
HR- 295

S 12
and
TEST

S 13
DECA 14
DUE:
PERIODICALS
IDECC ASSIGNMENTS
DECA PROJECTS

15

16
T SELF-UNDERSTANDING
AND UNDERSTANDING
OF OTHERS
HR- 268, 313, 269,
285

T 17
BUILDING SOUND
WORKING RELATION-
SHIPS
HR- 281, 310, 287

T 18
MORALE &
GOODWILL
HR- 334, 309
TEST

S 19
20
DECA 21
DUE:
PERIODICALS
IDECC ASSIGNMENTS
DECA PROJECTS
END GRADE PERIOD

22

23
T JOB
PROBLEMS 24

S 25

26
DECA
PARTY

27
28
X

29

74

73
30

THANKSGIVING

HANUKKAH

DECEMBER - 1975

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

	1 T MATH REVIEW PRE-TEST M-360, 358, 357, → 406, 353	2 T ADDING SUBTRACTING MULTIPLYING DIVIDING PERCENTAGES DECIMALS	3 S	4 S	5 DECA DUE: PERIODICALS IDECC ASSIGNMENTS DECA PROJECTS	6
7	8 T FIGURING MARK-UPS → M-353	9 T	10 S	11 S	12 DECA DUE: PERIODICALS IDECC ASSIGNMENTS DECA PROJECTS	13
14	15 T METRICS WORKBOOK →	16 T	17 S	18 T MATH POST-TEST DUE: PERIODICALS IDECC ASSIGNMENTS DECA PROJECTS	19 DECA PARTY AT CHILDREN'S HOME	20
21	22 VACATION	23	24	25	26	27
				CHRISTMAS		
28	29	30	31			

JANUARY - 1976

SUNDAY

MONDAY

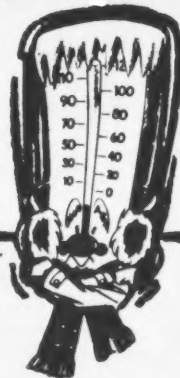
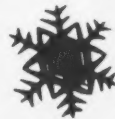
TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



VACATION

NEW YEAR'S DAY

4

T

ORAL COMMUNICATIONS

C-147, 137, 145,
127

5

T

C-152, 166, 164,
111, 122, 120

6

T

FIVE-MINUTE
SPEECHES

7

8

DECA

DUE: PERIODICALS
IDELL ASSIGNMENTS
DECA PROJECTS

10

11

T

TRADE
JOURNALS

C-094, 110, 149

12

S

13

T

INSTRUCTIONS
SIMULATION

C-119

14

T/S

TEST

15

DECA

DUE: PERIODICALS
IDELL ASSIGNMENTS
DECA PROJECTS

17

END SEMESTER

18

T

TELEPHONE
TECHNIQUES

C-114, 115, 116

19

S

20

T

TELETRAINER
DEMONSTRATIONS OF
TELEPHONE SITUATIONS
COMPANY POLICIES

21

S

22

DECA

DUE: PERIODICALS
IDELL ASSIGNMENTS
DECA PROJECTS

24

25

T

ECONOMIC TERMS
ECONOMIC
SYSTEMS

26

T

FREE ENTERPRISE
&
FACTORS OF
PRODUCTION

27

T

BUSINESS
ORGANIZATION

28

T

29

DECA

DUE: PERIODICALS
IDELL ASSIGNMENTS
DECA PROJECTS

30

31

78

FEBRUARY - 1976

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 S	2 T	3 T FILM: CAPITALISM OR SOCIALISM DISCUSSION	4 T SMALL GROUP DISCUSSION FREE ENTERPRISE REVIEW FOR TEST	5 TEST	6 DECA DUE: PROMOTION REPORT PERIODICALS DECA PROJECTS IDECC ASSIGNMENTS	7
8 S	9 T	10 T MARKETING FUNCTIONS UTILITY	11 T MIDDLEMAN PROJECT	12 S LINCOLN'S BIRTHDAY	13 S DECA DUE: PERIODICALS DECA PROJECTS IDECC ASSIGNMENTS TRIP PERMISSIONS	14 VALENTINE'S DAY
15 TOUR OF LAZARUS WASHINGTON'S BIRTHDAY	16 T	17 T RETAILING CUSTOMER SERVICES 0-623,784,754	18 T TYPES OF STORES AND SHOPPING AREAS 5-826,839,970	19 T NEW TRENDS IN RETAIL MATERIALS HANDLING 5-878,881	20 DECA DUE: PERIODICALS DECA PROJECTS IDECC ASSIGNMENTS	21
22 S	23 S	24 S	25 S	26 TEST	27 DECA DUE: PERIODICALS DECA PROJECTS IDECC ASSIGNMENTS END GRADE PERIOD	28
29 79						80

MARCH - 1976

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

	1 T TRANSPORTATION: TYPES OF CARRIERS FIRMS USED	2 T ADVANTAGES/ DISADVANTAGES REVIEW OF TERMS	3 S ASH WEDNESDAY	4 S	5 DECA DUE: PERIODICALS IDEC ASSIGNMENTS DECA PROJECTS	6
7	8 T PRACTICE ON SHIPPING FIRMS	9 T REVIEW OF SAMPLES FROM CLASS EMPLOYERS	10 S ST. PATRICK'S DAY	11 TEST	12 DECA DUE: PERIODICALS IDEC ASSIGNMENTS DECA PROJECTS	13
14	15 S	16 T WAREHOUSING VOCABULARY	17 T TOUR AJAX WAREHOUSE	18 T WRITTEN REPORTS DUE ON TRENDS IN WAREHOUSING DISCUSSION	19 DECA DUE: PERIODICALS IDEC ASSIGNMENTS DECA PROJECTS	20
21	22 T RECEIVING PROCEDURES	23 T S-748,826, O-647,704	24 T PHYSICAL PROCESSES O-669,784, 703,638,708	25 T FORMS O-701,634, 642,643	26 DECA DUE: PERIODICALS IDEC ASSIGNMENTS DECA PROJECTS	27
28 81	29 S	30 S	31 OVER/SHORT/ DANGERS O-706,639, 707,761			

APRIL - 1976

SUNDAY

MONDAY

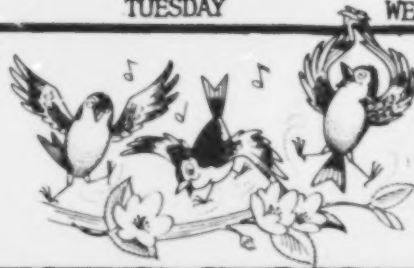
TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



T

1

DECA

2

3

DUE:
PERIODICALS
IDEC ASSIGNMENTS
DECA PROJECTS
TEST

4

DECA

5

MEETING

T PRICING

6

MERCHANDISE

TERMS

0-647

T

PRICING
TRENDS

7

0-631, 704,
ME-396

T/S

8

TEST

DECA

9

10

DUE:
PERIODICALS
IDEC ASSIGNMENTS
DECA PROJECTS
END GRADE PERIOD

11

T

PROCESSING
MERCHANDISE
RECORD KEEPING
0-764, 703, 0641

12

T

MARKING
PROCEDURES

0-644, 710, 645,
709

13

S

14

DECA

15

16

17

X
GOOD FRIDAY

PALM SUNDAY

18

S

19

T

20

T

21

22

DECA

23

24

DUE:
PERIODICALS
IDEC ASSIGNMENTS
DECA PROJECTS

EASTER

25

T

FURNIS:
RETURN TO VENDOR
INVENTORY
BILLING
ME-413, 0-760, 688, 680

26

T

→
0-738, 701

27

T

LOADING
TRUCKS
ME-470
S

28

29

TEST

DECA

30

DUE:
PERIODICALS
IDEC ASSIGNMENTS
DECA PROJECTS

83

84

MAY - 1976

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

MOTHER'S DAY



1

2

T
JOB INTERVIEWS
APPLICATIONS

3

T
RESUMES

4

T
SELF-UNDERSTANDING

5

ROLE-PLAYERS
JOB
INTERVIEWS

7

JOB
INTERVIEWS

8

9

C.I.U. PROJECT
REFINING
OCCUPATIONAL
GOALS

10

S

11

T
MANAGEMENT
OVERVIEWS
ADV-011,009,002

12

S

13

DECA
DUE:
IDEC ASSIGNMENTS
PERIODICALS
CIU-PROJECT DUE

14

15

MOTHER'S DAY

16

T
MANAGEMENT
PERSONNEL
C-163,138
HR-266,308
MG-754,749,758

17

T
FINANCE
D-694,617,618,
619

18

S

19

S
DUE:
ALL REMAINING
ASSIGNMENTS

20

21

FINAL
EXAM
END SEMESTER

22

23

24

25

26

27

28

29

GRADUATION

PRACTICE

30

31

MEMORIAL DAY

86

85

52

DEVELOPING THE STUDENT'S PLANNING CALENDAR

Just as the teacher's calendar identified the planning for the total class, the student's calendar indicates everything each student plans for specialized student days and deadlines for projects and assignments.

The student's calendar is kept in the class notebook and can be changed regularly by each student as the teacher adds new information or as the next student days need to be planned for. Each student's calendar reflects his individual needs and projects.

The following sample for Bob Thomas, a D.E. class member, matches the teacher's calendar for the month of February. Again it should be emphasized that it was not filled out months in advance, but only as far in advance as is practical and necessary.

Teacher days are not usually filled out on the student's calendar.

BOB THOMAS' CALENDAR
(STUDENT'S)

FEBRUARY - 1976

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 S Post Test-139-564 Small Group-109	2 T Candy Money Due	3 T	4 T	5 T Economics Test	6 DECA - Promotion Report Periodicals Mkt. Study - Recommendations Section	7
8 S Post Test-109 Report #10	9 T	10 T	11 S Middlemen Project LINCOLN'S BIRTHDAY	12 S MB-692,693 Trip Permission	13 VALENTINE'S DAY	14
15 Tour of Lazarus WASHINGTON'S BIRTHDAY	16 T	17 T	18 T	19 DECA - Manuals to be entered in competition	20	21
22 S 920 Small group-818	23 S 925,922	24 S 493,517	25 T	26 DECA	27	28
29 88						89

MANAGING THE STUDENT'S SPECIALIZED COURSE OF STUDY

The Student Competency Record for each student's occupational choice serves as a specialized course of study for the individual student. It is used by the student for planning use of independent study time. It is also used by the coordinator and employer in planning for accomplishment of competencies. It is the specialized bridge for each student between the activities of the classroom and the activities of the job and/or occupational objective.

The students' on-the-job experience is thus incorporated into the course of study. This results in a cooperative student training plan worked out cooperatively with the coordinator, the employer and the student. It is different for each student and each employer.

Procedure for using the SCR as a training plan is:

1. Develop student's occupational objectives and select correct SCR.
2. Student keeps SCR in notebook in classroom.
3. Take separate pages to employer as you are teaching it in class.
(DO NOT TAKE WHOLE SCR AT ONCE.)
4. Arrive at agreement of which competencies the employer will take responsibility for training and measuring and those better measured in the classroom.
5. Each succeeding visit, see which competencies have been accomplished and evaluated and plan new ones.
6. Student evaluation follows from how well these competencies are accomplished.

It must be remembered that each student has his own SCR and his own training plan. Each student, also, comes into the Distributive Education program with different abilities and background. The following examples represent the two extremes within the warehousing program this year. The

vending machine specialist, (Sample #1), is highly skilled and his occupation requires many more competencies than does that of the order selector, (Sample #2), who is a student that had minimal skills when he came into the program. Because of the differing abilities, it will take the student who is the order selector a longer time to complete the same competencies than those done by the student who is the vending machine specialist.

Sometimes a student who is highly skilled has chosen an occupation that requires comparatively few competencies. He or she will probably complete all the competencies needed before the end of the school year. These students are counseled to choose a higher level occupation in a field related to his or her job and achieve competencies for that higher level job to prepare for advancement.

The following page from a SCR shows how this form is used as a training plan.

1. Some competencies are completed in class and signed by the coordinator (MGM) at the right side of the competency.
2. Some competencies are completed on the job and signed by the employer (JR) at the left of the competency.
3. The check marks indicate a prior agreement about where the competency training responsibility lies.
4. At times, both the coordinator and employer will verify the competency.
5. Competencies can be combined when they are related to a single performance measurement. They also may be broken down into steps, measured at the actual training station. This further development is agreed upon during the coordination visits regularly scheduled, at the beginning and end of each grading period, if not more often.
6. Additional competencies may be added based on needs identified by student, employer and/or coordinator.

STUDENT COMPETENCY RECORD

G-6 WHOLESALING--ROUTE SALESMAN AND/OR VENDING MACHINE SPECIALIST

SELLING

LAP 1--Contribution to Customer

_____ 921--Development of a belief that the job of selling contributes to the well-being of customers. ✓

LAP 3--Positive Attitudes Toward Selling

_____ 938--Development of a feeling of pride in being a salesperson. ✓

LAP 4--Public Relations in Selling

_____ 933--Development of a realization of the importance of the salesperson's position in regard to his public relations function. ✓

LAP 5--Customer Patronage

_____ 936--Attitude that today's customer chooses the store where shopping conditions are most pleasant. ✓

LAP 6--Customer Promises

57 _____ 943--Development of a belief that one should live up to promises made to customers. ✓

LAP 7--Customer Need

✓ _____ 919--Development of a feeling that the customer needs the service or product being offered.

LAP 8--Sales Quotas

_____ 945--Development of an awareness that each salesperson should attempt to meet his sales quota in order to meet established job performance. ✓

✓ _____ 864--Skill in meeting sales quotas.

LAP 9--Need for Sales Training

_____ 944--Development of a belief that one should take advantage of sales training opportunities. ✓

LAP 13--Writing Sales Checks

✓ _____ 819--Knowledge of the procedures to use when writing out saleschecks.

✓ _____ 898--Skill in properly writing out saleschecks.

LAP 14--Handling Cash Sales

_____ 832--Knowledge of how to process checks received in payment for merchandise purchased. ✓

LAP 15--Importance of Credit Sales

_____ 821--Knowledge of the importance of credit as a selling tool. ✓

_____ 824--Knowledge of the store's credit policies, terms and credit plans. ✓

LAP 19--Handling Returned Merchandise

✓ _____ 817--Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund or charge credit.

✓ _____ 879--Ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

LAP 20--Delivery Systems

✓ _____ 833--Knowledge of the store's delivery schedule.

LAP 22--Housekeeping & Merchandise Care

_____ 928--Attitude that good display of merchandise is a prime factor in developing a customer's interest. ✓

LAP 23--Proper Stock Care

_____ 948--Attitude that merchandise must be carefully handled to reduce markdowns. ✓

LAP 24--Stock Arrangement

_____ 838--Knowledge of how to arrange stock in a selling department by color, size, style, price, etc. ✓

_____ 839--Knowledge of how to best utilize selling space with volume or best sellers. ✓

LAP 26--Spotting & Refilling Low Stock Items

_____ 947--Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask. ✓

LAP 28--Suggesting Merchandise From Promotions

✓ _____ 826--Knowledge of department and merchandise locations within the store.

STUDENT COMPETENCY RECORD

SAMHIE # 1

CATEGORY OF BUSINESS: WHOLESALING

JOB TITLE: VENDING MACHINE SPECIALIST AND/OR ROUTE SALESMAN

Advertising

001	012	060	064	068	073
003	014	061	065	069	075
004	039	062	066	070	
009	048	063	067	072	
011					

Operations & Management

595	603	619	633	640	708	738
597	613	621	634	680	709	739
600	617	627	636	681	710	749
601	618	631	637	695	716	754
				696	723	758

Communications

093	111	120	136	143	151	163
094	114	122	137	144	152	164
096	115	123	138	145	153	166
099	116	127	140	147	154	167
102	117	130	141	149	155	168
110	119	132	142	150	158	

Product & Service Technology

499	503	515	521	554	562	585
501	509	516	545	555	564	587
502	510	517	547	558	581	588
503	511	518	548	559	582	589
506	513	519	549	560	583	590
507	514	520	553	561	584	

Display

172	189	209	228	239	246
178	190	216	230	240	248
180	191	221	231	242	250
186	205	222	237	243	255
187	206	223	238	245	

Selling

805	822	841	874	892	922	935
806	823	842	875	893	924	936
807	824	843	876	894	925	937
808	826	844	879	895	926	938
809	827	862	880	896	927	943
810	828	863	882	897	928	944
811	830	864	883	898	929	945
817	832	865	884	918	931	946
819	833	867	885	919	932	947
820	838	868	886	920	933	948
821	839	870	891	921	934	949
		871				950
		872				
		873				

Human Relations

263	272	282	287	296	309	317
266	274	283	288	301	310	319
267	276	284	289	302	312	320
268	280	285	294	303	313	334
269	281	286	295	308	316	

Mathematics

		360	364		
347	357	362	366	374	395
350	358	363	367	390	

Merchandising

397	439	460	466	476
404	442	463	474	482
413	452	464	475	493

* Source - Complete sets available for each student from IDECC Lab.
119 Townsend Hall, 1885 Niel Ave., Columbus, Ohio 43210

STUDENT COMPETENCY

SAMPLE # 2

CATEGORY OF BUSINESS: WHOLESALE

JOB TITLE: ORDER SELECTOR G-4

Advertising

002 009 012
003 011

Product & Service Technology

502 505 586
503 518

Communications

093 110 119 127 145 151 164 826 835 840 920
094 111 120 137 147 152 166 833 837 841 948
096 114 122 138 149 158 167
102 115 123 144 150 163 168

Selling

Display

Human Relations

263 272 283 289 302 312 334
266 274 284 294 303 313
267 276 285 295 308 316
268 281 286 296 309 317
269 282 287 301 310 320

Mathematics

357
358
360

Merchandising

400 414 463 476
401 442 474

Operations & Management

615 638 647 698 707 749
617 639 660 700 708 758
618 644 695 702 709 760
619 645 696 706 710

EVALUATION PROCEDURES

The students are being made responsible for their own achievement in the IDECC System. The concern is that a student achieve at a specific level of skill no matter how long it takes to teach that level. Therefore, student effort and time spent working enter into his evaluation, as well as the number of competencies actually passed.

There are three types of evaluation used. Formative Evaluation (immediate feedback) takes place at the end of each competency -- as quizzes for common competencies and pre-tests and/or post-test for individualized competencies. There will be Intermediate Summative Evaluations at the end of each unit in the core curriculum and unit groupings of individualized competencies with written tests or individual student performance tests where indicated. Summative Evaluation takes place at the end of the program when a student's overall competencies for the job are evaluated by the coordinator and the employer. This could also be measured by DECA competency-based competitive events.

Two separate grades are given in the Westland Warehouse Program, one for the classroom and one by the employer. The employer rates the student each six weeks, in writing, in accordance with those competencies achieved. He will rate the students on:

1. Competencies agreed to in Student Competency Records.
2. Grooming, attitude and working relationships.
3. Speed of job performance, accuracy of job performance, reliability.
4. Specific new skills learned during that period (or not learned) and improvement of previously learned skills.

Points earned result in the employer's grade (see page 63).

Classroom grades are developed on the following evaluation sheet (page 62). Each six weeks there are about 500 points available. Each of the ten areas are weighted differently for each six week period, depending upon how many days are available for individual competencies, and how many days are used for units of common competencies.

Example: During the first six weeks, the emphasis is on common curriculum and orientation (the lower half of the sheet). In that period, 450 points were given for common competencies and only 50 points on quantity and use of time under individualized. But, during the last six weeks, most of the weighting will be on individualized competencies (the top half of the sheet).

The students have this record in their classroom notebooks during the six weeks and are aware at all times of how well they are doing during the grading period. Thus they can individually work toward the grading objective in as much time as necessary for each to meet the class objectives.

STUDENT EVALUATION - D.E. CLASSROOM

Grading Period _____ Name _____

LAP Project (Individual Competencies)

1. Quantity Completed
2. Quality of Workmanship
3. Use of Time
4. Responsibility with Materials
5. Use of Outside Resources

Possible Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

TOTAL _____

Common Competencies

1. Tests and Quizzes
2. Discussion Participation
3. Magazine Reports
4. Written Assignments
5. DECA Activity

Possible Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

TOTAL _____

Total for 6 weeks _____

QUARTERLY GRADES

450-500 = A

400-449 = B

350-399 = C

300-349 = C

Under 300 = F

STUDENT EVALUATION FORM

Training Station _____

Job Title _____

Student _____

Period _____

Scoring Key
 5 points—outstanding
 4 points—good
 3 points—average
 2 points—only fair
 1 point —poor

Workmanship	5	4	3	2	1
Attitude toward work	5	4	3	2	1
Social Habits	5	4	3	2	1
Human Relations	5	4	3	2	1
Personal Appearance	5	4	3	2	1
Dependability	5	4	3	2	1

Competencies to be Evaluated

_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

Does the student show potential
for promotion? _____

Total Score _____

Student's most outstanding positive attribute?

Student's greatest weakness?

Comments

OHIO DIVISION OF VOCATIONAL EDUCATION

Definitions of Curriculum Terms

The following terms have been defined in order to facilitate communications and understanding in the curriculum development process. In most instances, terms are defined according to present day authorities. In some cases, however, new terms have been popularized in conjunction with the current curriculum development thrust and, where applicable, a former term which has been replaced by a new term appears in parenthesis following the new term.

1. Affective Domain - An area in the classification of objectives. The affective domain includes objectives that refer to values, attitudes, feelings and emotions.
2. Behavioral Objective - A statement of instructional goals expressed in observable and measurable terms. Such a statement includes the behavior, the conditions and the standard of acceptable performance.
3. CIU - The Career Information Unit designed to help students develop an understanding of themselves, their career interests and opportunities.
4. Cognitive Domain - An area in the classification of objectives. The cognitive domain includes objectives that refer to mental and intellectual abilities.
5. Common Competencies - Those skills, knowledge and attitudes necessary for the career objectives of all students in the class.
6. Competencies - Skills, attitudes and knowledge leading towards an instructional program objective for one or more occupations.
7. Competency-Based DECA Competition - A form of summative evaluation being developed to measure each student's competencies for his or her occupational choice. The evaluation will be against a stated criterion instead of merely in competition with other students.

8. Core Curriculum - An instructional program based on the needs of each individual in the class.
9. Course Outline - A topical listing of the content of a specific course.
10. Course of Study - A comprehensive and detailed plan which shows the scope and sequence of content and the organization and management of all instructional activities for a specific course in the curriculum
11. Curriculum - An orderly arrangement of integrated subjects, activities and experiences which students pursue for the attainment of a specific educational goal.
12. Evaluation Strategies - Methods of determining the success of an instructional process including the necessary planning to insure the accurate appraisal of learner achievement in relation to behavioral objectives.
13. Formative Evaluation - An appraisal process designed to determine if a student is progressing satisfactorily: if, in fact, he understands what is being presented during the presentation/demonstration phase.
14. Grouping - A series of tasks grouped together, organized for instructional purposes and placed in a general time frame.
15. Individualized Instructional System - A curriculum system designed to meet the occupational needs of each student, the system being designed to combine total group common needs, small group common needs, as well as specialized individual needs.
16. Instructional Methodology - The principles, methods and techniques for conducting the instructional process.
17. Instructional Program Objective - A type of behavioral objective which sums up a group of related competencies in terms of performance on the student's job.

18. Instructional System - An integrated combination of resources (students, instructors, materials, equipment, facilities, content and time), techniques and procedures arranged in such a manner to assure the effective and efficient achievement of specified objectives.
19. Job - The composite of tasks or competencies which comprise the manipulative activities performed by an individual.
20. Job Performance Requirements - The knowledge and tasks required of people employed in a job, including the associated competencies and standards of performance.
21. Lesson Plan - A detailed teaching breakdown of the important points of a lesson arranged in the order in which they are to be presented. A lesson plan is a step-by-step analysis of how one intends to develop a lesson.
22. Management Strategies - Methods of organizing and manipulating instructional facilities, equipment, materials, students and time.
23. Occupational Analysis - A list of all the job tasks and all the related technical knowledge needed to function successfully in a given occupation.
24. Pre-Test - A criterion-referenced test to measure the student's ability to meet a stated behavioral objective before going through the learning activities -- a formative test.
25. Performance Objective - Same as a behavioral objective.
26. Post-Test - A criterion-referenced test to measure the student's ability to meet a stated behavioral objective after going through a learning activity -- a formative test.
27. Psychomotor Domain - An area in the classification of objectives. The psychomotor domain includes those objectives concerned with skills in the manipulation of materials and objects.

28. Sequencing - The process of arranging the instructional content into the most appropriate order for efficient and effective learning.
29. Skill - (Operation) A manipulative action performed while producing a finished product.
30. Specialized Competencies - Those skills, knowledge and attitudes necessary for the career objectives of one or a group of students in the class.
31. Summative Evaluation - An appraisal process designed to determine the degree of accomplishment or achievement on the part of the student in relation to the behavioral objective(s).
32. Task Analysis - (Occupational Analysis) A specific and exact examination of the units of work in a task.
33. Teaching Strategies - Methods of directing and conducting the process of instruction in a given situation.

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